DOCUMENT RESUME

ED 452 480 CG 030 919

TITLE Bridges to Student Success.
INSTITUTION National Association of Student Personnel Administrators, Inc.
PUB DATE 1999-00-00
NOTE 29p.
AVAILABLE FROM National Association of Student Personnel Administrators, 1875 Connecticut Ave., NW, Suite 418, Washington, DC 20009-5728. Tel: 202-265-7500; Fax: 202-797-1157; Web site: http://www.naspa.org.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS At Risk Persons; *Cooperation; Experiential Learning; Higher Education; Leadership Training; Organizational Effectiveness; *Program Design; Program Effectiveness; *Student Experience; *Student Personnel Services

ABSTRACT

This publication of the National Student Affairs Administrators in Higher Education presents members' achievements in developing exemplary programs in the year 2000. Seven programs were identified for their ability to enrich the educational experience of college students. The programs demonstrate the spirit of innovation and resourcefulness and address the toughest problems facing student affairs professionals today. Two of the programs help at-risk students; three help meet the needs of underrepresented students; one challenges students to become leaders; and the other encourages students to learn through experience. The common thread that identifies all the programs is teamwork. Each program requires that the students, administrators, and faculty work as a team to achieve success. The following college and university programs are represented: Allegheny College's Center for Experiential Learning; Northeastern Illinois University's Partners for Success; Portland State University's Leadership for Change; Rochester Institute of Technology's Student Behavior Consultation Team; Texas Tech University's TECHniques Center; Pima Community College and the University of Arizona's Achieving a College Education; and the University of Kansas' Medical Center Students Educating and Advocating for Diversity. (JDM)

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EXEMPLARY PROGRAMS
2000

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Bridges to Student Success

Allegheny College Center for Experiential Learning

Northeastern Illinois University Partners for Success

Portland State University Leadership for Change

Rochester Institute of Technology The Student Behavior Consultation Team

Texas Tech University The TECHniques Center

Pima Community College & University of Arizona Achieving a College Education

University of Kansas Medical Center Students Educating and Advocating for Diversity

NASPA
Student Affairs Administrators in Higher Education

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NASPA: Student Affairs Administrators in Higher Education, the leading voice for student affairs administration, policy, and practice, addresses critical issues in student affairs and seeks to enrich the educational experience for all students. As a national association, we serve student affairs administrators, promote leadership in higher education, advocate for students, and offer outstanding professional development opportunities. Since 1919, our members have set the standard for best practices in student affairs. As we enter the 21st century, NASPA will lead the way in developing innovative programs that will help meet the many challenges ahead.

NASPA
1875 Connecticut Avenue, NW, Suite 418
Washington, D.C. 20009-5728
(202) 265-7500
http://www.naspa.org

This book was compiled and edited by Magnificent Publications, Inc. and designed by Burke Phillips Design. July, 2000.

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Past Awardees

1997

Auburn University/AL: The Student Success Center

Ball State University/Muncie, IN: Excellence in Leadership

The College of New Jersey/Ewing, NJ: The First Year Experience

Middlesex Community College/Bedford, MA: Valuing Diversity

Saint Xavier University/Chicago, IL: The Retention Program

University of Nevada–Reno/NV: Rural Assistance Program

1998

Bellmont University/Nashville, TN: Streamlining Student Services

Marshall University/Huntington, WV: Preventing Violence Against Women

Stonehill College/North Easton, MA: Orienting Seniors to Life

University of Missouri–Kansas City/MO: Creating Communities for Learning

Washington State University/Pullman, WA: Preparing Freshmen to Excel

William Rainey Harper College/Palatine, IL: Modeling Outcomes

1999

Fontbonne College/St. Louis, MO: Freshmen Career Testing Program

Portland State University/Portland, OR: Shrinkrap

University of California, Los Angeles: Academics in the Commons

University of Central Florida/Orlando, FL: Pegasus Student Success Program

University of Massachusetts at Amherst: Project Pulse

University of Wisconsin–Whitewater: Services for Disabled Students

Wilson College/Chambersburg, PA: Women with Children

EXEMPLARY PROGRAMS
2000

Comments from the NASPA Leadership

Dear Colleague:

We are pleased to present the fourth annual publication celebrating NASPA members' achievements in developing exemplary programs. A committee of the NASPA Board of Directors has selected seven programs for recognition this year. These programs demonstrate the spirit of innovation and resourcefulness that we admire in our peers.

Among them, the seven address some of the toughest problems that student affairs professionals face today: Two help at-risk students succeed academically. Three help to meet the needs of underrepresented students. One challenges students to become leaders, and another encourages students to learn through experience.

If a common thread could be identified among the seven, it would be teamwork. Each program requires that students, administrators, and faculty work as a team to achieve success.

And work they do. As you will see, the individuals who originated these imaginative programs all put in many long hours making sure that the end result—a more rewarding college experience—justifies the commitment of resources. We commend and congratulate them!

NASPA, the leading voice in student affairs administration, policy, and practice, thanks those who have shared these descriptions of their exemplary programs. We hope that their success will move others to develop exemplary programs of their own.

Shannon Ellis
President

Gwendolyn Jordan Dungy
Executive Director

Shannon Ellis
NASPA President

Gwendolyn Jordan Dungy
NASPA Executive Director

ALLEGHENY COLLEGE
MEADVILLE, PA

Allegheny College Center for Experiential Learning

Student Learning Agreements

Convinced that experiential learning promotes intellectual development, social responsibility, and personal growth, Allegheny College developed ACCEL to contribute to the education of the "whole person."

ACCEL consists of Career Services, Community Services, and the International Office, as well as leadership development programs. Its programs prepare students to make well-informed decisions about their future by emphasizing out-of-class learning that complements academic coursework.

ACCEL staff designed a four-part model for student experiential learning activities:

- focusing—defining student goals, relationships, and responsibilities;
- acting—the actual student experience;
- making meaning—students develop insight into their personal strengths and weaknesses; and
- wrapping up—students recognize what they learned.

Impetus

Creating a Model

In the summer of 1997, the Allegheny College president formed a working group to examine student programs and to consider the best way to allocate resources to enhance learning. ACCEL stemmed from this effort. Although the Office of Career Services had been using a form of learning agreement since 1997, ACCEL and the four-part learning model broadened the focus of that original arrangement.

Objectives

Achievement of Goals

ACCEL experiential education activities are consistent with the Allegheny College mission, which stresses broadening student interests and activities to encourage students to forge creative solutions to everyday problems.

CONTACT PERSONS:
Joe DiChristina
Associate Dean of Students for Experiential Learning
Box T
520 North Main Street
Meadville, PA 16335
Phone: (814) 332-4700
Fax: (814) 332-2340
E-mail: jdichris@alleg.edu
accel@alleg.edu

Key Components and Related Staff

A Variety of Opportunities

ACCEL integrates all experiential learning programs at Allegheny College. Key program components include:

- internships;
- on-campus recruiting;
- job shadowing—abbreviated "on-the-job training" where students spend time working on projects with alumni;
- career counseling;
- service leadership;
- service-learning initiatives;
- U.S. and international off-campus study; and
- programs that encourage students to consider and develop a personal philosophy of leadership.

ACCEL educational partners are volunteer program staff members, as well as school administrators and faculty members. All participated in a campus training workshop led by program staff.

Organization

Focus, Acting, Making Meaning & Wrapping Up

ACCEL staff developed a four-stage model for designing and conducting experiential learning activities. During the "focus" stage students determine learning goals, define relationships and responsibilities, and select an experience that is relevant to their academic and career interests. As students move into the actual experience during the "acting" stage, they are challenged to understand and place complex relationships into context.

The "making meaning" stage includes an element of discovery that may involve revelations about previous assumptions. Students make connections and develop personal insights about the strengths and weaknesses, personal passions, and skills involved. They must be able

ACCEL encourages students to forge creative solutions to everyday problems

Photo Above: ACCEL staff emphasizes out-of-class learning that complements coursework

to engage in these experiences, make meaning, and translate the learning to other experiences.

The final stage ("wrapping up") can be done through debriefing conversations and written/oral evaluations. In order to be of value, it is essential that learning be recognized, articulated, and evaluated.

This model can be applied to a variety of experiences, including academic and non-credit internships, curricular and co-curricular service learning, off-campus study programs, and independent research.

Processes and Procedures

Student Reflection

Educational partners are matched with participants. Students meet with their educational partners at least once before leaving for the experience, and most meet more often. Conversations center upon student goals and objectives. The subsequent partnership with the site supervisor is important for encouraging reflection throughout the "acting" stage. Once this process is completed, the site supervisor, educational partner, and students sign the learning agreement.

At the conclusion of the experiences, educational partners once again meet with students to complete written evaluations. When students return in the fall, they meet with their educational partners for a more comprehensive reflection, the "wrapping up" stage.

Evaluation

Making the Most of Students' Experiences

Learning agreements are a proactive, dedicated way to assess the effect of a student's experience. Verbal and written feedback from educational partners and students indicate that the agreements are effective. In particular, educational partners help students place their experiences in context, a crucial part of the process of experiential learning that is often overlooked.

A recent addition to the process was the introduction of a self-assessment tool. It asked students to identify what they learned, the connections they made, and the importance they attached to those developments. The tool is another way for students to reflect on their experience, as well as to provide ACCEL staff with evaluative information.

Photo Above: Students on Costa Rican study tour learn through experience

Partners for Success

The Minority Student Mentoring Program

Each year Northeastern Illinois University's Partners for Success Program provides roughly 95 first-year minority students with one-on-one mentoring. The program helps acclimate them to university life through academic training and counseling.

Northeastern Illinois University is an urban campus and has been ranked by *U.S. News and World Report* as the most culturally diverse campus in the Midwest for the last three years. The school enrolls about 11,000 graduate and undergraduate students, most of whom commute from the Chicago metropolitan area. Demographic records from 1998 show that 44% of Northeastern students identify themselves as ethnic minorities. In many cases, these students are the first in their families to attend college.

Impetus

Easing the Transition

Northeastern began the Partners for Success program in 1989 to address the needs of first-year minority students. Acclimation to college life can be stressful for minority students, whose roles often include those of parent and breadwinner. English may not be spoken at home.

Partners for Success helps minority students learn to balance home and family while they make the transition into their new role as students. The program provides mentoring, advice on classes and academic programs, assistance with learning techniques, and career counseling. Although the program was initially designed exclusively for first-year students, many participants have enjoyed such success that they continue to request mentoring during their subsequent years in school.

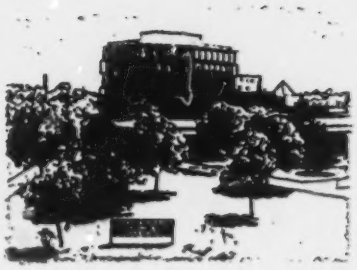
CONTACT PERSONS:
Michael T. Kelly, EdD
Flora M. Llacuna, MA
Northeastern Illinois University
Office of the Dean of Students
5500 North Saint Louis Ave.
Chicago, IL 60625-4699
Phone: (773) 583-4050
Fax: (773) 794-8138
E-mail: mtkelly@neiu.edu
f-llacuna@neiu.edu

Photo Above: Partners for Success staff members Michael T. Kelly, Dean of Students; Flora Llacuna, Program Coordinator; Mary Ellyn O'Donnell, Business Manager; and Ana Villate, Staff Support

Objectives

Access to Success

The program's objective is to give minority students a support system as they make the transition into college life, to provide academic guidance, and help them manage their home lives so they can realize career goals.



Key Components and Related Staff

The Partners for Success program is administered by the Office of the Dean of Students and is directed by a Master's-level student affairs professional who also works as the Coordinator of Student Enrichment Programs.

The program's mentors are volunteer faculty members and administrators who acquaint students with the university's services, teach strategies for academic success, act as student advocates, and counsel students on career choices.

The program's staff include Flora M. Llacuna, MA, Coordinator of Northeastern's Student Enrichment Programs; Mary Ellyn O'Donnell, Business Manager, Dean of Students Office; and Michael T. Kelly, EdD, Dean of Students.

Organization

Maintaining Contact

During the summer, program administrators send invitations to join the program to incoming freshmen, then meet with those who express interest. Once students are enrolled, they meet with their mentors several times each term to discuss their academic progress. Students and their mentors also participate in two Partners for Success educational workshops during the fall semester, as well as the kick-off and end-of-the-year receptions for the program.

Processes and Procedures

Targeting All Minority Freshman

Before the fall semester, the Partners for Success coordinator invites the previous year's mentors to participate again. The coordinator also sends recruitment letters to new faculty members and administrators. Follow-up phone calls are made, and then formal applications are sent to those parties who express interest in mentoring. Mentors participate in a training program.

Photo Above: U.S. News and World Report *ranked Northeastern as the Midwest's most culturally diverse campus for the last three years*

The program coordinator begins to recruit students during the summer. The Admissions Office provides the addresses and phone numbers of all Native American, Asian/Pacific Islander, African American, and Latino freshmen, and invitations and a brochure describing the program are sent to these students. Students who respond meet with the program's administrators during freshman summer orientation. Students interested in participating in the program are then paired with mentors.

During the school year, students meet with their mentors monthly and participate in a kick-off reception in September, special education workshops in October and November, a holiday reception in December, and an end-of-the-year reception in April.

Evaluation

Benefits for Students and Mentors

A comprehensive assessment of the program was conducted during the 1999-2000 academic year. In addition, Northeastern's Office of Institutional Studies tracks participating students' retention rates and academic performance compared with those in the non-mentored student population. Data analysis suggests that the program may contribute to higher levels of retention among students at the university. For example, the study revealed that among seniors, the retention rate of students who participated in Partners for Success as freshmen was nearly 15% higher than that of non-mentored students. Higher rates of retention were also evident in comparisons of more junior students. Although the difference in retention rates may be attributable to several factors, those factors include student participation in Partners for Success, which is believed to have some beneficial impact on student persistence.

Acclimation to college life can be stressful for minority students, whose roles often include those of parent and breadwinner

Photo Above: Mentoring helps Northeastern's minority students stay in school

PORTLAND STATE UNIVERSITY
PORTLAND, OR

Leadership for Change

Encouraging Leadership and Community Involvement

At Portland State University, five hundred students annually participate in the Leadership for Change course program. A collaboration between student affairs professionals and faculty, the effort meets general education requirements. It teaches leadership in the classroom as well as community settings in order to encourage students to become leaders and make positive changes in their communities.

In 1997, faculty, student affairs professionals, students, and community partners began to discuss leadership in terms of the Portland State motto, "Let Knowledge Serve the City." The University had recently received a Learn and Serve grant from the Corporation for National Service to fund the development of a community leadership curriculum. At the same time, student life programs were reorganized to pilot the use of Leadership for Social Change, a new model of encouraging student leadership that was developed at the University of California, Los Angeles.

Impetus

Inspiration From Colleagues

Students wanted classes that fulfilled general education requirements. Student Affairs educators wanted to support the "practice" of leadership outside the classroom with academic courses. Faculty wanted to create an academic program that included classroom study, applied scholarship, and community involvement. And everyone involved wanted to build upon the strengths of a curriculum that is nationally known for its service learning based courses. From these interests emerged Portland State's Leadership for Change cluster of general education courses.

CONTACT PERSONS:
Susan L. Hopp
Associate Vice Provost and Dean of Enrollment and Student Services
Office of Student Affairs
P.O. Box 715
Portland State University
Portland, OR 97207-0751

Dilafruz Williams
Director of Community-University Partnerships
Center for Academic Excellence
P.O. Box 715
Portland State University
Portland, OR 97207-0751

Photo Above: Leadership for Change instructors Lisa Worsh, Margaret Banyan, Susan Hopp, and Amy Spring

Objectives

Encouraging Campus Leaders

Leadership for Change program objectives are to:

- teach students leadership theory;
- practice leadership in a community setting;
- support the University's educational goals;
- encourage students to apply knowledge in a "real-life" setting; and
- deepen students' understanding of citizenship.

The program also serves the student affairs division's objective to encourage the emergence of campus leaders.

Key Components and Related Staff

Student Affairs and Faculty Work Together

Collaboration between student affairs and faculty is key to the success of Leadership for Change. Faculty and staff engaged in a six-month process that developed an entry-level sophomore class. The Center for Academic Excellence and the Office of Student Affairs then selected 12-15 more upper division courses to complete the course cluster. Upper division courses include "Leadership and Social Justice," "Foundations of Citizenship and Community Leadership," "Organizational Communication," and "The Urban Schools and 'At Risk' Status." Six sections of the sophomore class are taught and up to 15 upper division classes on leadership are offered annually.

Student affairs staff teach cluster courses on a voluntary basis, and faculty volunteer to develop new courses as well. All instructors meet regularly to reflect on issues related to teaching, learning, and community experiences.

Organization

A Collaboration

The program is a collaboration between the student affairs division and faculty. Student affairs staff contribute knowledge about student learning and leadership

Photo Above: Instructors Michele Toppe and Joshua Tabor teach leadership in the classroom as well as in community settings

"The most prominent idea from today's discussion was the idea that leadership is about building relationships and creating dialogue."

—Student

outside the classroom, and all instructors in this program build important relationships with community partners in the Portland metropolitan region.

Processes and Procedures

A Suite of Classes

Leadership for Change is a sophomore level class. If students choose to continue with the course cluster, they then select three to four more leadership classes. This prepares them to participate in the senior capstone, a six-credit course where students work in teams to complete a community project.

Evaluation

More Student Leaders

Each year, Leadership for Change courses are evaluated for content and teaching style. So far, results show that students learn a new model of leadership based upon community service. Data gathered over the last two years show that students report that program classes are taught in a different, more democratic manner and that there is a different student/instructor relationship in class. Many students report feeling more connected to Portland State University and involved in campus leadership opportunities. But most important, Leadership for Change students gain a better understanding of leadership and an improved ability to participate, and make a difference in their communities.

Photo Above: Leadership for Change builds relationships with community partners throughout the metropolitan region

The Student Behavior Consultation Team

A Model for Collaboration

To combat increasing incidences of inappropriate behavior by some students, the Rochester Institute of Technology (RIT) formed the Student Behavior Consultation Team (SBCT), a post-crisis response group that helps offending students maintain satisfactory academic progress.

Through the efforts of its consultation team, SBCT attempts to identify students who may need additional help and resources to stay in school and maintain satisfactory academic progress. The SBCT team is made up of student affairs administrators, counselors, and health professionals. Responding to inappropriate behavior on a case-by-case basis, they develop action plans for addressing each student's situation.

Impetus

Curbing a Disturbing Trend

Partly because of the demands and stresses of its rigorous academic environment, RIT has experienced a growing trend of "acting out" and other inappropriate behavior by some of its students. SBCT was created to address these incidents and to find ways to keep offending students in school.

Objectives

Early Identification

The two main objectives of SBCT are to:

- coordinate RIT's resources to help students maintain satisfactory academic progress; and
- help administrators, faculty, and staff address inappropriate student behavior, including actions that are dangerous, bizarre, angry, hostile, or disruptive.

Photo Above: Front Row: Lee Twyman, Donna Rubin, and Cassandra Jordan. Second Row: Dr. Brooke Durland, Dawn Soiffers, and Tara Loomis. Third Row: Gene Griffin, Dr. Frank Lamas, and Jack Jordan. Missing: Dr. Gerard Buckley and Jeanais Brodie.

ROCHESTER INSTITUTE OF TECHNOLOGY ROCHESTER, NY

CONTACT PERSON:
Dr. Frank R. Lamas
Associate Vice President for Student Affairs
44 Lomb Memorial Drive
Rochester, NY 14623-5604
Phone: (716) 475-2268
Fax: (716) 475-7065
E-mail: frlvsa@rit.edu

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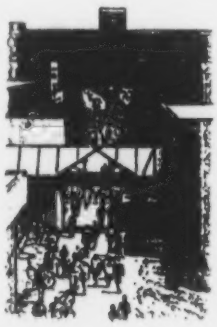
OF TECHNOLOGY
ROCHESTER, NY



SBCT identifies students who may need additional help and resources to stay in school and maintain satisfactory academic progress

Key Components and Related Staff

Shared Responsibility

The program includes mental health outreach to students, plus conferences where educators can share institutional strategies for SBCT.

Leaders from the Student Health Center, Counseling Center, Residence Life, Office of Student Conduct and Mediation Services, and Senior Investigator of Campus Safety comprise the group's membership. Faculty members, administrators, and staff are asked to consult with SBCT as appropriate. The Provost and Vice President for Student Affairs are also available for consultation about more serious cases of inappropriate student behavior.

Organization

Involving the Campus Community

The Office of the Vice President for Student Affairs organizes SBCT. The Associate Vice President and a member from the Counseling Center are co-chairs. Files and program materials are stored centrally in the Vice President's office, and are administered by the Associate Vice President and Assistant to the Vice President for Student Affairs.

Processes and Procedures

A Plan for Action

The SBCT discusses and reviews cases weekly. All reports of inappropriate behavior first go to SBCT's co-chairs from the Departments of Residence Life and Campus Safety. SBCT responds to each on a case-by-case basis.

Following its weekly meeting, SBCT may:

- help faculty or staff develop a plan of action for addressing the situation in question;
- refer a student to a campus or community resource;
- recommend a leave of absence for a student;
- refer the case to Judicial Affairs; or
- propose no action be taken.

All information on individual cases is kept confidential.

Evaluation

Keeping Attrition Down

In effect for three and one half years, SBCT has been evaluated by two measures:

- how well it has met student needs; and
- the retention rates of students in crisis.

One hundred seventy-seven cases have been tracked. Of those, only eight students (4.5%) have withdrawn from RIT, and only 15 (8.5%) have taken leaves of absence. Meanwhile, approximately 87% of SBCT students have stayed in school.

Photo Above: RIT's rigorous academic environment makes it one of the top producers of science and engineering PhD candidates

The TECHniques Center

A New Approach to Services for Students with Learning Disabilities

In Fall 1999, the Office of the Dean of Students at Texas Tech University began the TECHniques Center. This fee-for-service academic enhancement program provides support services to learning disabled undergraduates so that higher education is more attainable for them.

The TECHniques Center is the only center in Texas that provides academic support to undergraduates with learning disabilities. The Center uses the latest technology and academic enhancement software to help students succeed in the classroom and in life.

Impetus

Heeding the Call for Support

Texas Tech developed the TECHniques Center in response to comments from students and parents who wanted additional support services for the learning disabled. After first researching other college and university programs, the Dean of Students submitted a funding proposal to prepare a facility, hire staff, and develop marketing strategies and support services.

Objectives

The Best Strategies for Learning

Recognizing that disabled students often need additional encouragement and support services, the TECHniques Center strives to help students master the skills that are necessary to succeed in college and beyond. Qualified staff provide individualized support, encouragement, assistance, and guidance to promote retention and increase graduation rates among learning disabled students.

TEXAS TECH UNIVERSITY
LUBBOCK, TX

CONTACT PERSON:
Leann DiAndreth-Elkins
TECHniques Center
Box 42182, 143 Wiggins Hall
18th Street
Lubbock, TX 79409-2182
Phone: (806) 742-1822
Fax: (806) 742-0295
E-mail: techniques.center@ttu.edu

Photo Above: Leann DiAndreth-Elkins, Counseling Supervisor and Coordinator

"The TECHniques Center gave my son the tools to be successful at Texas Tech."

—parent

Key Components and Related Staff

Tutoring & Time Management

TECHniques Center participants pay a per-semester fee to receive support services, which include:

- individual help from staff;
- development and monitoring of a personalized learning plan; and
- assistance with academic major and career decision-making, academic advising and course scheduling, and time management and organizational skills.

Key Center components include:

- weekly academic skill-building seminars;
- academic performance monitoring through faculty;
- access to computer technology;
- individual learning style development and assessment; and
- referrals to various academic support services.

The TECHniques Center staff consists of two full-time counselors, a full-time secretary, three student assistants for office and computer support, approximately 20 upperclass student tutors, and a professional consultant who recently retired from the Texas Rehabilitation Commission.

Organization

Study Smarter, Not Harder

Students are assigned to meet individually and weekly with either the TECHniques Center Coordinator or a counseling specialist. Students also meet regularly with assigned TECHniques tutors—upperclass students who are trained to tutor in study skills and course content based on individual student learning styles and disabilities. All staff have been trained to use the Center's computer software, and tutors participate in a College Reading and Learning Association certified training program throughout the semester.

The TECHniques Center hosts weekly TECHniques for Academic Success seminars, sessions that give participating students opportunities to learn new skills for academic success, or to improve upon the ones they already have. In effect, they learn to study smarter, not harder. Topics include time management and organization, note taking, reading strategies, study skills, and career decision-making. The TECHniques Center also has computers

Photo Above: TECHniques gives students with learning disabilities the extra help they need to succeed academically

with Microsoft Office Professional Edition 2000, access to the Internet, and academic enhancement software designed for the learning disabled.

Processes and Procedures

Get the Ball Rolling

Students can apply to the TECHniques Center once they have been accepted at Texas Tech University. Center acceptance is based on application form information, two written recommendations, documented evidence of a learning disability, a high school or college transcript, an interview, and the applicant's commitment to participating in the academic enhancement program and working toward a college degree. Students also submit documentation of their disabilities to AccessTECH, the campus office that determines their academic accommodations.

Each semester, TECHniques Center students sign an agreement that clearly explains their expectations for Center participation. They attend weekly scheduled meetings with their assigned counselor, attend classes and complete course requirements, and attend regularly scheduled tutoring sessions and academic success seminars. They also have regular study hours.

Evaluation

First-Year Success

Evaluation of the Center's first year mostly focused on the academic success or improvements of participating students. All year, feedback was solicited from parents, students, and tutors through individual discussions, monthly newsletters, e-mail, and phone calls. They also received written evaluation forms that allowed them to comment anonymously. This feedback prompted a number of improvements, including additional program structure and services.

Center staff monitored student academic progress all semester. This information will be compared with students' progress in previous semesters and with that of other Texas Tech University students with learning disabilities who are not involved with the Center.

The TECHniques Center began in the fall 1999 semester with 24 students. The results:

- five students earned a 3.0 or better GPA, two of whom made the Dean's list;
- six of the eight first-year students earned a 2.4 GPA or better; and
- six upperclassmen students earned their highest semester GPA ever.

During the spring 2000 semester, the TECHniques Center worked with 22 students. Results were that:

- eight students earned at least a 3.0 GPA, one of whom earned a 4.0 GPA; and
- eight students earned a better semester GPA than they had the previous fall semester.

PIMA COMMUNITY COLLEGE
& UNIVERSITY OF ARIZONA
TUCSON, AZ

Achieving a College Education

Providing Support and Encouragement to At-Risk Students

Achieving a College Education (ACE) is a collaborative partnership among Pima Community College, the University of Arizona, and the Pima/Santa Cruz County school districts to increase at-risk student high school graduation and college enrollment rates.

ACE provides support and encouragement to students for six years. The help begins late in their high school sophomore year, continues through their years at Pima Community College, and can extend to their University of Arizona enrollment.

Impetus

Responding to Educational Problems

Arizona has one of the highest high school dropout rates in the country—approximately half of all high school students do not graduate. The state also has a low college enrollment rate. Estimates indicate that these problems are more pronounced among economically disadvantaged, first-generation, and underrepresented populations.

Consequently, educators developed ACE to target minority populations, with priority given to students in the middle quartiles (26-75%) of their class. ACE works closely with parents and guardians, as well as students, for it is important for families to understand and recognize the commitment and support that is necessary for students to succeed.

Objectives

Continued, Long-Lasting Support

The ACE program seeks to create a seamless transfer bridge among high schools, Pima Community College and the University of Arizona. The program encourages students to pursue a college education by supporting at-risk students' academic, occupational, and human development over a six-year time frame.

CONTACT PERSONS:
Dr. Sylvia M. Lee
Dean of Student Development
Pima Community College–West Campus
2202 W. Anklam Road
Tucson, AZ 85709-0175
Phone: (520) 206-6939
Fax: (520) 206-6071
E-mail: slee@pimacc.pima.edu

Ann Huber
Director of Transfer Center
University of Arizona
RL Regent Building
Tucson, AZ 85721-0040
Phone: (520) 621-6333
Fax: (520) 621-9799
E-mail: ahuber@arizona.edu

Photo Above: Each spring, 75 high school sophomores are selected to participate in the six-year ACE program

ACE helps students to:

- successfully complete high school;
- transition to post-secondary education where they can achieve an Associate's or Bachelor's degree;
- be positive role models for other students;
- strengthen their self-esteem as well as their decision-making and leadership skills; and
- explore and attain career goals.

Key Components and Related Staff

Success Through High-Level Support

ACE's program includes:

- a student and parent orientation;
- mandatory assessments and placement;
- advising and education plan development;
- student success and development credit courses;
- general education and major coursework;
- an early academic alert system;
- parent and student transition activities; and
- follow-up and tracking services.

Participants also receive tuition scholarships and waivers for up to four semesters at both Pima Community College and the University of Arizona, provided they adhere to program requirements and are ineligible for federal financial aid.

The program receives high-level administrative support. The Pima Community College Chancellor, Dr. Robert Jensen, and the University of Arizona President, Dr. Peter Likens, provide funding for the tuition scholarship and waiver opportunities. Early on, they also secured the support of K-12 school superintendents.

Organization

Drawing From a Variety of Resources

ACE uses staffing resources that are already available to Pima Community College and University of Arizona students. The community college component of ACE has a program coordinator who reports to the Dean of Student Development at the Pima Community College campus. The Transfer

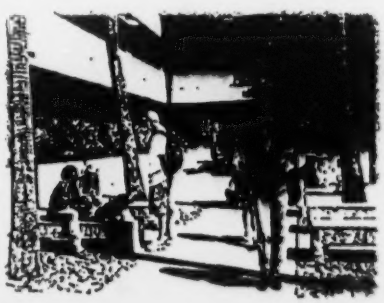


Photo Above: In 1999, 100% of ACE Program students graduated from high school

ACE creates a seamless bridge from high school to Pima Community College and the University of Arizona

Of the 30 students who began the program as high school sophomores in 1997, 70% are now enrolled in college

Center staff and academic advisors provide support from the University of Arizona, and an ACE steering committee meets monthly to assess program outcomes. Co-chaired by the Pima Community College Dean of Student Development and the University of Arizona's Transfer Center Director, this committee includes campus counseling liaisons, academic advisors, high school recruiters, and financial aid and scholarship staff.

Processes and Procedures

Making a Plan and Following It

ACE is a six-year, transfer bridge program that works with high school students and their parents and guardians. Students are selected at the end of their sophomore year. They are offered community college coursework and extensive support services during their high school junior and senior years, and their enrollment at Pima Community College. Students and their parents and guardians sign a continuation requirement contract and agree to maintain a goal of continued academic progress.

The ACE program selects 75 sophomore students from approximately 200 applicants. Selected students and their parents and guardians must participate in ACE orientation and annual activities. During their first year in the program, students enroll in College Success Skills and Career Exploration credit courses, which assist them in developing a comprehensive education plan. Students must maintain good academic progress as they follow their plan.

Evaluation

Bucking a Discouraging Trend

The ACE program has been evaluated according to four criteria:

- rates of graduation from high school among program participants;
- college enrollment rates;
- numbers of students who graduate or transfer from Pima Community College with an Associate's degree, or complete the Arizona General Education Curriculum and appropriate major coursework; and
- number of students who graduate from the University of Arizona with a Bachelor's degree, provided that is the desired educational goal.

The ACE program is now entering its fourth year. A pilot cohort of 30 students began in 1997, all of whom graduated from high school. The college enrollment rate was 70%. The second cohort of students just completed high school, and their graduation rate was approximately 95%. It is anticipated that 80% will go on to college in fall 2000.

Students Educating and Advocating for Diversity

Facilitating Diversity in the Campus Community

Students Educating and Advocating for Diversity (SEAD) is a continual, proactive effort. The main activity to date, a discussion series, attracted a capacity audience.

SEAD began as an administrative effort with fewer than a dozen members. The program was brought to the University of Kansas Medical Center (KUMC) in 1996 by Dr. Marilee Bresciani, former Assistant Dean of Student Services, and Registrar. Over the past two and one-half years, SEAD has grown into a student-led organization from all four schools within the Medical Center—Allied Health, Graduate Studies, Medicine, and Nursing—plus faculty and staff from campus-wide administrative and academic departments.

Impetus

Initiating Diversity Awareness

Dr. Bresciani recognized the need for SEAD at KUMC from her experience starting the same program at the University of Nebraska at Kearny. Originally an administrative effort, SEAD is now student-run, with close ties to the administration through a designated professional advisor in the Division of Student Services.

Objectives

Affirming a Sense of Community

SEAD is meant to promote awareness and understanding of diversity at KUMC, with diversity defined as the variety of experiences and perspectives that stem from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, sexual orientation, and other characteristics.

SEAD seeks to affirm that members of the campus community are valued for their individual

Photo Above: Lisa Brown; Dorothy Knoll, Dean, Department of Student Services; Christopher Horton; Kim Scarbrough; and Anne Flaherty

UNIVERSITY OF KANSAS
MEDICAL CENTER
KANSAS CITY, KS

CONTACT PERSON:
Dorothy Knoll, Dean
Department of Student Services
3018 Student Center
3901 Rainbow Boulevard
Kansas City, KS 66160-7190
Phone: (913) 588-4608
Fax: (913) 588-4697
E-mail: dknoll@kumc.edu

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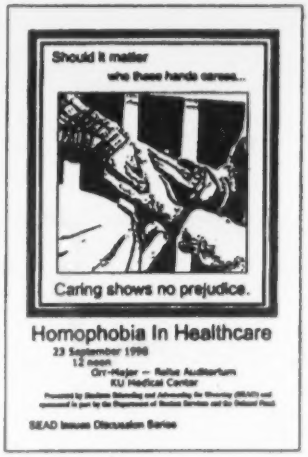

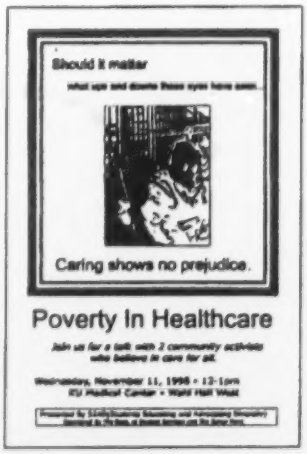

qualities, and encourages members to apply their unique talents creatively and collaboratively. One important way this is done is by strongly promoting initiatives by SEAD's student members—for example, they are encouraged to play active roles in SEAD's advisory committee, where they are in a key position to offer ideas about future programs.

Key Components and Related Staff

Students Run the Show

SEAD is essentially a continual, proactive effort to promote and foster understanding of diversity at KUMC. It's comprised of several components including publicizing diversity-related activities on the Center's calendar of events; holding events such as the "Caring Shows No Prejudice" discussion series; collaborating with other organizations, groups, and educational institutions to further appreciation of diversity; and, by serving as an informational resource about diversity. The Director of Student Wellness, Resources, and Diversity is SEAD's one full-time staff member, while students serve as SEAD administrative officers. A student driven advisory committee plays an extremely important role guiding SEAD.

Organization

Bringing Issues to Students

During the 1998-1999 academic year, SEAD primarily focused on a discussion series, "Caring Shows No Prejudice." Forums addressed topical diversity issues such as the impact of homophobia, religion, poverty, race, and abortion on healthcare. Because KUMC students are in very demanding, study-intensive programs, the series was held at noon, with lunch provided, to encourage student attendance. A 150-seat auditorium was the site for each of SEAD's six different forums; each time, attendees filled it to capacity.

Photo Above: SEAD promotes awareness of diversity through campus events and a discussion series

Processes and Procedures

Funding the Fight for Diversity

SEAD received minimal funding for the discussion series from the Department of Student Services to cover printing, transcription, and administrative costs. However, SEAD also secured additional funding for other series-related costs by:

- partnering and sharing expenses with other student groups with a vested interest in a series topic. For example, Abortion in Healthcare was co-presented by SEAD, Medical Students for Choice, and Students for Life and Abortion Alternatives;
- obtaining funds from the KUMC Diversity Advisory Council and Executive Vice Chancellor's Office; and
- finding qualified and dynamic speakers at no charge through community sources.

Evaluation

High Marks for Innovation, Visibility

To evaluate "Caring Shows No Prejudice," SEAD hosted web site discussion groups after each forum. Attendees could log their reactions, pose more questions, clarify points, or state opinions that may not have been expressed at the forum. Participants in the web discussions could also remain anonymous. Hopefully, this encouraged participation from people who are reluctant to be publicly identified. Attendees also used the electronic discussion forum to give their general comments about SEAD and suggest future programs.

During 1998-99, KUMC conducted a Student Needs Assessment Survey. It showed that 73% of all student survey respondents were aware of SEAD. Results from the 1999-2000 survey, which was conducted during spring 2000, will be available by fall.

A 150-seat auditorium was the site of SEAD's forums; each time, attendees filled it to capacity

Call for Exemplary Programs 2001

All NASPA members are urged to submit an outstanding program at your college or university for NASPA 2001 Exemplary Program recognition.

Materials are Due on December 1, 2001. Send information to: Beverly Sellers, NASPA, 1875 Connecticut Avenue, NW, Suite 418, Washington, D.C. 20009. Regional committees will screen the program submissions. The NASPA Board of Directors Selections and Awards Committee, chaired by NASPA's president-elect, will make final selections.

The purposes of Exemplary Programs are to recognize quality student affairs programs and to share these model programs with other institutions. Both recent programs as well as long established programs are welcome. Programs should meet the following criteria:

- respond to an assessed or measured need;
- achieve an expressed outcome;
- have a thorough design;
- be creative;
- translate to other institutional environments;
- describe processes and procedures clearly; and
- demonstrate evaluation of its impact.

The following questions should be used as a format for writing about the program:

- What was the impetus to develop the program?
- What are the objectives and key components of the program?
- Who are the related staff members?
- How is the program organized?
- What are the processes and procedures?
- How has the program been evaluated for its impact on students?

Please keep submissions under 1500 words. No digital photo files will be accepted.

Nominations welcome also! This is an excellent opportunity to recognize professional programming results across the nation. If you know of a program deserving of recognition, contact Beverly Sellers via e-mail at bsellers@naspa.org and communicate the program's name, institution, and contact person.

Selected NASPA Titles

Beginning Your Journey: A Guide for New Professionals in Student Affairs

Examines the key issues facing new professionals and suggests ways of thinking about the challenges and opportunities offered by careers in student affairs.

Life at the Edge of the Wave: Lessons from the Community College

Describes effective, creative community college programs and services that have served non-traditional student communities.

Mountains and Passes: Traversing the Landscape of Ethics in Student Affairs Administration

Offers guidance for ethical crises on college campuses and encourages student affairs professionals to notice how ethics permeate every human interaction.

Points of View

To commemorate the 50th anniversary of *The Student Personnel Point of View 1937*, NASPA revisited this classic statement that outlines the beliefs that continue to guide the student affairs profession.

Principles of Good Practice in Student Affairs

Provides guidelines of good practice for the productive use of resources for learning.

Student Affairs Guide to the ADA and Disability Issues

Gives practical advice for responding to students and professionals with disabilities.

Student Learning as Student Affairs Work: Responding to Our Imperative

A guide for student affairs professionals to foster student learning, form partnerships with academic colleagues, and create environments that are learning centered.

Invited Papers

Building a Better Bridge: Creating Effective Partnerships Between Academic Affairs and Student Affairs

Collaboration and Community: Boyer's Guiding Principles

NASPA Publications Department
P.O. Box 753, Waldorf, MD 20604
(301) 638-1749 (tel.) or www.naspa.org

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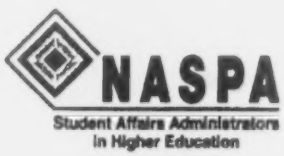

1875 Connecticut Avenue, NW
Suite 418
Washington, DC 20009-5728

Tele: 202.265.7500
http://www.naspa.org